



“At Oasis Academy Pinewood we know that all children can achieve great things. We believe that teamwork and healthy relationships are the key to success.”

Oasis Academy Pinewood Behaviour for Learning Policy

Last Updated: 01/03/24

Localised Academy Version: 1.0

This policy should be read alongside the OCL Behaviour for Learning policy, which includes more detail around the four levers from a trust perspective.

Introduction

Oasis Academy Pinewood, as part of OCL, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This policy aims to ensure the consistent application of Academy behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop their ethical approaches and values in their lives

The Oasis Education Charter



The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do.

The Oasis Behaviour Policy is underpinned by 4 key levers:

- 1. Academy Vision and Values**
- 2. Personal Development Curriculum** (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
- 3. Academy Behaviour Systems, Structures and Routines** (reward, sanction, attendance etc.)
- 4. Behaviour Training and Professional Development for staff**

	Lever 	Academy Leaders 	Academy Staff	 Harmonious climate for learning where all young people can flourish and thrive.
1	Academy Vision and Values	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver	
2	Personal Development Curriculum (Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3	Academy Behaviour Systems, Structures and Routines	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy's behaviour systems, structures and routines, consistently and in line with the vision and values	
4	Behaviour Training and Professional Development for staff	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training	

LEVER 1: ACADEMY VISION AND VALUES

Character Education at Oasis Academy Pinewood

At **Oasis Academy Pinewood**, we are proud of our exciting curriculum that matches the needs of our pupils. We believe in a holistic approach to teaching and learning. Development and growth of our children's character is at the heart of our educational philosophy. This will prepare them well for a fulfilling life in modern Britain and as a global citizen.

Our Vision

At **Oasis Academy Pinewood** we know that all children can achieve great things. We believe that teamwork and healthy relationships are the key to success.

Oasis Ethos and the 9 Habits

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community.

<https://www.oasiscommunitylearning.org/who-we-are/vision-and-values>

Inclusion, equality, healthy relationships, hope and **perseverance** permeate all aspects of the life and culture of each Academy and the organisation as a whole.

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of student behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.



We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of selfdiscipline. The 9 Habits also remind staff and students of our responsibilities to each other. (See Appendix D)

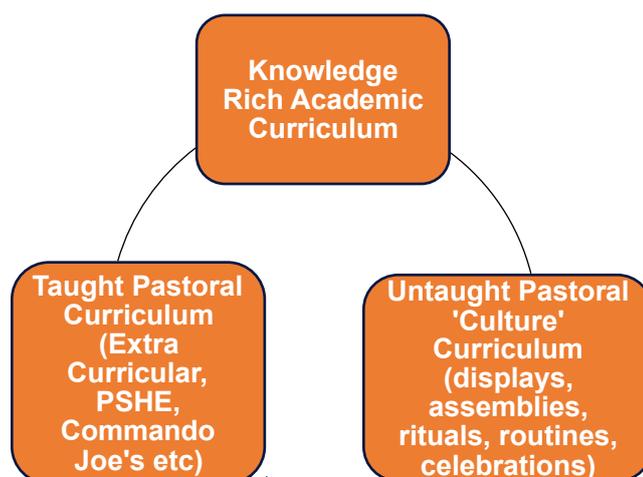
At Oasis Academy Pinewood, we teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour. Our curriculum themes of Self and Community explore the habit on a deeper, personal level. We as adults embody the Oasis nine habits and use these to develop our skills when dealing with students and recap our knowledge and understanding of them through staff-briefing and CPD sessions. Within our behaviour approach they are used as a de-escalation tool and also as a reflective tool once regulation has occurred.

LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

Character Education at Oasis Academy Pinewood

This curriculum consists of everything outside of the academic curriculum, and covers:

- The 'taught' character curriculum:
 - PSHE (physical, social, health and cultural education)
 - Enrichment activities (e.g. trips and visits, noncurricular courses or workshops, etc.)
 - Extra-curricular programme (e.g. before- and afterschool clubs and societies)
- The culture created by staff behaviours and the systems and routines of a school. This is often less tangible and may be seen in the way assemblies are conducted, in classrooms or during outdoor learning, in corridor conversations, staff meetings and in signs and symbols around school. This is often summed up as 'the way we do things around here'

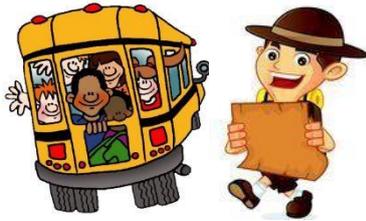


Oasis Academy Pinewood Curriculum Overview

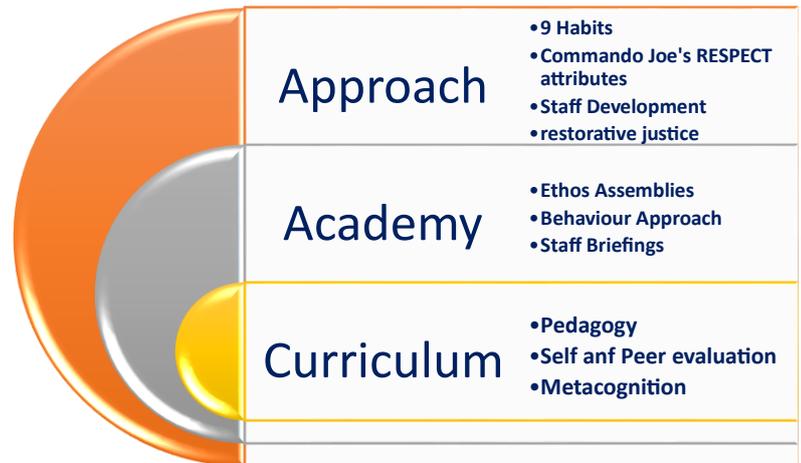
We are proud of our exciting curriculum that matches the needs of our pupils. We believe in a holistic approach to teaching and learning. Development and growth of our children's character is at the heart of our educational philosophy.



Extra Curriculum Provision: girls and boys football, multisports, street dance, Dungeons and Dragons, archery, gymnastics, cookery, futsal, digital leaders, dodgeball, handball, drama, athletics, art, construction and many more



Experiences: PGL Residential, London Science Museum, London History Museum, Forest School, Shakespeare School Festival, The British Museum, National Gallery, British Library, visits to places of worship, education farms, the Ragged School and many more.



LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

How we manage behaviour at Oasis Academy Pinewood

The school has 3 rules that are used across the whole school:

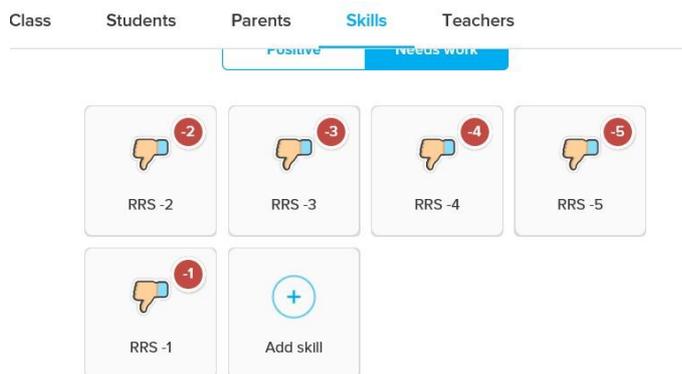
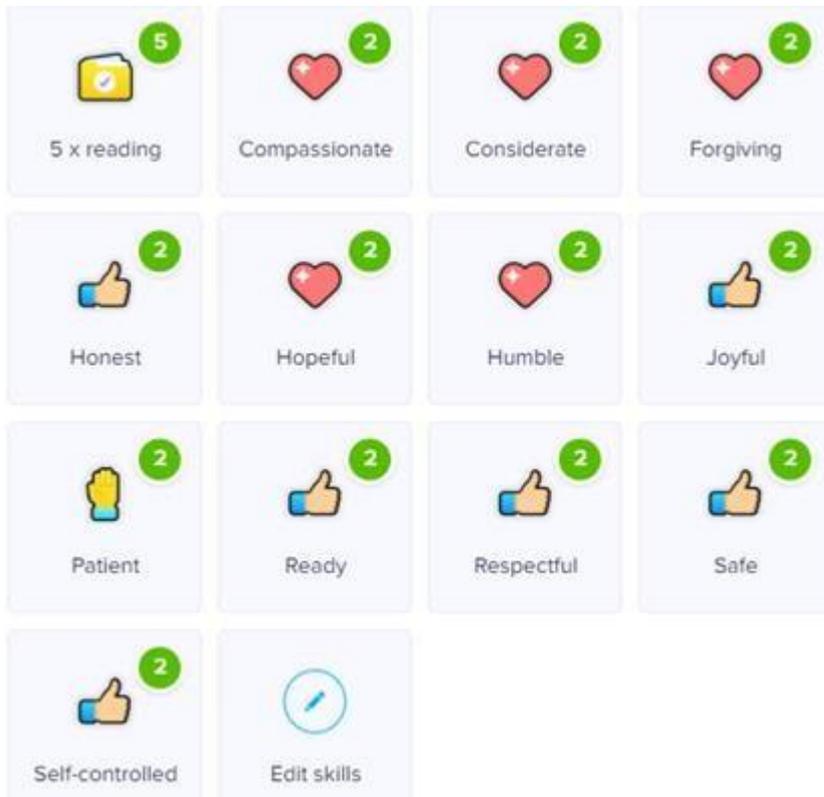
- Ready – We are ready for anything
- Respectful – We have respect for everyone
- Safe – We are safe inside and outside the academy and online

- All classes from Early Years to Year 6 use dojo points.
- In KS1 there is a prize box for dojo King and Queen (the children who earn the MOST dojo points). This is to ensure they keep working hard even when they reach 25. The children who get 25 dojo points have half an hour free time on Friday afternoon, to choose/watch a DVD/have popcorn. They also have games in each classroom which they can choose from.
- In KS2 25 dojo points need to be achieved and then children can choose a prize from a prize pot. The points are then reset.
- In EYFS there is a 20 point threshold. These can be spent in the 'Dojo shop' on a Friday e.g. bouncy ball, balloon. The child with the most dojo points in each class will get a medal.

These dojo points are also linked to the House Team where each child in the school is allocated a 'House' to belong to:

Curie – Green Parks
 – Blue
 Lennon – Red Da
 Vinci – Yellow

<p style="text-align: center;">Positive (General points to be awarded by lunchtime staff and adults not usually classroom based)</p>	<p style="text-align: center;">Needs work (Not to be used by lunchtime staff or adults not usually in a classroom – please inform class teacher of negative behaviour)</p>
<p>2 Dojos for each of the 9 Habits 2 Dojos for each of the school rules Ready, Respectful and Safe</p> <p>5 Dojos for 5 reads</p> <p>EYFS dojos: 1 point – tidy up, teamwork, on task, helping others -1 point – not making the right choice</p>	<p>-1 point: Not enough reads Not practised spellings Not on task</p> <p>-2 points: Calling out Not following instructions</p> <p>-3 points: Saying something unkind No PE/Swimming kit No Homework</p> <p>-4 points: Using bad language Answering back</p> <p>-5 points: Hurting others</p>



Behaviour Rewards

All children make mistakes at some part of their school life and learning from these is one way children develop character. For some pupils, making consistently good choices in behaviour is the norm and it is important that these children are rewarded for such behaviour.

- Dojo points
- Stickers

- Raffles
- Positive descriptive praise
- other class specific systems
- positive discussions with parents
- Notes home
- Marble treat
- Certificates are awarded on a weekly basis in celebration assemblies effort in learning and the Oasis 9 Habits
- Hall of Fame assembly takes place at the end of each term to celebrate the behaviour and achievements of those consistently following the school rules.

When behaviour is unacceptable and disrupting learning (see also flow chart in Appendix 1): Prior to a warning, techniques such as distraction, reminders of the rules, praising others in the near vicinity. If this doesn't work then the child will privately be given a verbal warning that they may lose dojo points. It is key that this is done discreetly. For example a teacher may go over to the pupil and warn them quietly. If behaviour persists, then dojo points will be removed according to the policy.

Our Key Unacceptable Behaviours (which have consequences beyond losing dojo points) are:

All forms of peer on peer abuse including

- ☐ Running away from staff or entering a non-safe zone ☐ Bullying
- ☐ Deliberate physical violence towards staff, students or property
- ☐ Persistent disruption and refusal to follow adult instructions
- ☐ Racist, sexist, homophobic or transphobic behaviours, language or taunts
- ☐ Swearing
- ☐ Stealing

At Oasis Academy Pinewood we take bullying in all of its forms extremely seriously. This is followed up later in this policy.

In all of the above instances, behaviours need to be **reported to parents by their class teacher** and recorded on BromCom (if linked to vulnerable students onto CPOMs). These instances should be dealt with sensitively by adults e.g. giving child 'time out' to cool off, taking them to a quiet area when they are ready to talk, then follow the restorative practice procedures outlined below. It is key that behaviours are not dealt with in a public forum – children should not be shamed.

These behaviours may result in removal with a senior leader away from peers. Depending on the severity of the incident, the intent of the student and remorse shown, this can vary between ½ and two days. It involves working through age related materials in core subjects, including breaks to practice self-regulation techniques and reflect. It may also involve a meeting with peer mediators or the pupil and family support worker using restorative justice procedures (see below) if necessary.

Fixed term exclusions are only used as a last resort when all other methods have not worked and the child is a danger to themselves or to others. These will always be for the shortest time necessary.

In extreme cases, it may be necessary to manual handle a child. This is a last resort and should only be used when de-escalation strategies haven't worked and/or the child is at serious risk of hurting self or others. If manual handling is used, this should be recorded in the book in the Principal's office and parents should be informed. A PHP should then be devised with the school SENDCO.

Restorative Justice

Restorative justice enables a wider view of Academy discipline. For restorative justice we think beyond students breaking our rules but also the wider impact of it causing harm to students, classroom/school culture and the community. Therefore, from a restorative justice perspective, a just response must address not only the wrongdoing, but also the harms involved. If all the interested parties are willing and developmentally and emotionally ready, the practice of restorative justice is a way to help students understand and discuss those harms. Through meetings, children learn how to repair them. The aim is to lead to transformational changes in students' lives as well as their schools and communities.

Restorative Justice asks the following set of questions:

1. **Who was harmed and what happened?**
2. **What are the needs and responsibilities of all affected?**
3. **How do all affected parties together address needs and repair harm?**

Restorative Justice emphasises restoration by working with all parties in the conflict involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. By practising Restorative Justice there is a commitment to strengthening Academy relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of Restorative Justice are:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities

Restorative Justice can take many forms but at Oasis Academy Pinewood we use adult-led meetings and peer mediation

When implemented to resolve conflict, Restorative Justice brings together the person or persons harmed and the person or persons who caused harm. The meetings will enable the participants to decide the response to the harm and allowing those who committed the offense to understand the true impact of their actions while also offering them the opportunity to take responsibility for their behaviour.

Structure of a Restorative Justice meeting:

Preparation

- Decision made to run a Restorative Justice meeting by adult or by peer mediators.
- Brief the adult or peer mediators leading the meeting with the outline of the incident.
- Talk through the questions and model responses to the questions.
- Adult leading the meeting or peer mediators consider responses they might hear and their responses to them.

Meeting

- Seat the children in a comfortable area, preferably in a circle.
- Meeting always has at least one adult present.
- Adult or peer mediators will ask their questions in turn within the group.
- All parties have the opportunity to respond to the questions, which cover the restorative process.

- Decide on the outcome of the process between all parties.

Outcome

- A record of the meeting is kept by the adult on the agreed meeting form.
- An agreement made in the meeting of the restorative outcome is recorded.
- The consequence is then planned and carried out.

Resources



Pupil Passport / Individual Education Plan (IEP)

As an Academy, we are establishing ourselves as a Thrive Academy, that means, we are aware that some behaviours exhibited by children are a way of communicating their feelings. When we believe that behaviours are as a result of additional needs within the SEMH continuum, a Thrive assessment is completed, and a support plan is put in place with the SENCO, class teacher, parent and child (where appropriate). The plan will contain SMART targets to support the child's individual needs. Behaviours of individual children need to be communicated to all involved e.g. parent, midday assistants, teaching assistants etc

How we manage behaviour at break and lunchtimes (see flowchart appendix 2)

Playtimes are intended to be happy times when children can choose their activities, meet with friends, siblings, and get some exercise in the fresh air to revitalise themselves. These are supervised by teaching staff and support staff.

At lunch-times senior members of Academy Leadership Team are on duty (See updated rota) but the day-to-day supervision of the children rests with the midday supervisor and assistants, who expect the same level of courtesy due to all adults in the school.

It is the job of the midday assistant to maintain order and safety at lunchtimes. In order to do this they must gain and have the respect of the children.

These are some strategies being used by staff and they are in line with the principles of Behaviour for Learning:

Strategies

- Keep moving around the playground– make sure that the playground is well covered. Be sure that there is a midday assistant in each area of the playground at all times, so that if an incident occurs, there is always an adult nearby.

- Actively engage and encourage pupils in play activities for example, skipping, obstacle course, chalking, singing games etc
- Talk to the children, get to know them and take an interest.
- Target and build positive relationships with pupils who struggle to control their behaviour in the playgrounds.
- Be polite – always end a request or instruction with ‘please’ and always say ‘thank you’ when the task is completed.
- **Be positive – look for GOOD BEHAVIOUR AND WHEN YOU FIND IT PRAISE IT !**
- Be calm and firm. Never get into an argument with a child - keep calm and keep referring to the rule that has been broken. Send all bystanders away to calm the situation in line with restorative practice.
- Ask the child what happened, from their point of view. Listen carefully to what they say. Deal with the facts that you saw, not what other children may or may not have seen. Use the restorative practice cards to discuss behaviours with children.
- Acknowledge that others may have been doing similar; however you saw them breaking the rule, not others.
- If the child feels he/she has a grievance, recognise this and tell him/her you will discuss it with him/her later, and be sure that you do.
- Carry through what you say– follow the sanctions set out within this policy. Do not threaten something that cannot be done.
- Be consistent and fair at all times. Do not have favourites or treat children differently.
- Always communicate significant behaviour concerns to the class teacher or staff member taking the class. Positive behaviours too!

Rewards

Look for good behaviour and when you see it, give the child verbal praise and dojo points. This may be lining up carefully, sharing resources, holding doors open for adults, being kind and considerate, dealing with conflict well etc. The list is endless. If a child has been particularly helpful, then tell the class teacher.

The Playground Rules

The Playground rules are the same as the school rules.

- Ready
- Respectful
- Safe

Whilst games like football are seen as important they should not take up all the available space therefore denying choice of activity to others. Rotas are in place to ensure fairness of access. Some areas will be designated as ‘quieter’ areas for those who choose other pastimes.

Sanctions

KS1/KS2 – If not following the playground rules, child given 5 minute time out with the adult on duty. If behaviour does not improve, follow the rest of the behaviour

Lunch Hall Conduct

The KS1 and 2 children sit in specific seats and should not change where they are sitting unless an adult has asked them to

Pupils should eat with a knife and fork and remain seated whilst eating.

Pupils are responsible for clearing away their own plates, rubbish and any dropped food.

Pupils must use quiet voices.

Pupils must be polite to all adults including MDAs and catering staff.

Children should be encouraged to help each other

Children must wait until all children are seated before eating

Children must wait until their whole table has finished eating before emptying their trays

Effective routines for classroom organisation

- Transition between and within lessons by clarifying expectations and having set routines (e.g. 1/2/3, chants, songs, call and response techniques)
- Meet and greet each child in the morning as they come in to set up the day positively and reinforce positive relationships. Similarly, say goodbye to them at the end of the day
- materials labelled and students able to access them independently
- ease of movement and furniture arranged to best effect
- board easily seen
- displays of a high quality, that celebrate the work and achievement of the students
- classroom clean, tidy and welcoming

Expectations of behaviour during learning

- use praise appropriately and reinforce the Academy's rewards system
- challenge unsatisfactory behavior privately
- keeping a peripheral vision of the whole class
- provide students with clear choices about their behaviour
- deal with student behaviour consistently/fairly
- consciously use body language to display authority and confidence
- time activities for the students
- give regular description positive feedback on student behaviour
- use a calm and modulated voice
- clarity about how different strategies for learning are managed
- use of non-verbal signs to stop
- tactical ignoring

De-escalation and diffusion strategies

De-escalation techniques are used to reduce the impact of poor behaviour. More specifically:

- using non-verbal cues
- allowing adequate personal space
- using active listening
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the student to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)

- distracting the student from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the student feel they are still in control of their decisions
- going to an alternative space with the student that is less stimulating or removes access to the triggers
- the use of any individual techniques on a child's individual behaviour plan or SEND plan
- using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour
- See the Oasis 9 Habits De-escalation Tool in the Appendices

Oasis 9 Habits De-escalation Tool

<p>Ok, so something has happened to make you feel [.....]? Can you help me understand what emotion you would prefer to be feeling?</p>	<p>When we are anxious, upset or angry we breathe quickly. Our bodies always need more oxygen when we feel like this. I think that might be happening to you at the moment. Can you try and take 5 deep breaths to help you?</p>	<p>If I asked you what the impact of what has happened is on you and on those around you, what would you say? What would you prefer it to be?</p>
<p>On a scale of 1 to 10, how in control of your reactions/emotions/ words do you feel you are at the moment? Can you tell me how you feel inside your body? Can you think of something that might help you feel more in control?</p>	<p>Which one of the 9 Habits wouldn't really be helpful to you right now? Tell me why.</p>	<p>Can you talk me through what just happened from beginning to end so that I can understand how you are feeling right now? As you tell me, try and take deep breaths.</p>
<p>Is there one thing you could do right now that could make things better or different?</p>	<p>If you could ask anyone to help you right now, who would you ask and what would you ask?</p>	<p>Imagine the way you feel about what has happened represented by a colour. What colour would it be? What colour would represent how you would prefer to be feeling?</p>

Anti-bullying guidance

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an **imbalance** of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: (including definitions from the NSPCC)

Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic,
Direct or indirect verbal	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of OCL's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on our website www.oasisacademypinewood.org

Summary:

How is Bullying brought to our Attention?

At Oasis Academy Pinewood we know our children well.

We listen to children and are approachable to them so they feel able to bring their problems to us.

We try to pick up any signs of anxiety (which might indicate bullying) from changes in their behaviour e.g. isolation/tearfulness/reluctance to take part/poor attendance/deterioration in standard of work etc.

Children are given opportunities in PSHE lessons and class discussions to talk about any bullying that might occur.

Children are constantly reminded to tell a trusted adult if they are being bullied or suspect another child is.

We take part in "Anti-Bullying week" to raise awareness of bullying and what to do when it occurs

When a member of staff suspects bullying, they will keep a close watch on the situation, record on Cpoms and let the class teacher know. The teacher also confides their suspicion to other members of staff so that they may also keep watch.

The senior leadership team are also informed

Strategies for dealing with bullying

When an incidence of bullying occurs or is reported, the teacher deals with it in the following ways:-

1. Remains calm.
2. Act quickly.
3. Always takes seriously reports or incidents of suspected bullying.
4. Always reassures the victim and/or witness that they are safe and the matter will be dealt with swiftly and properly.
5. Makes it plain to the person bullying that his/her behaviour is totally unacceptable.
6. Tries to make the person bullying see the situation from the victim's point of view – restorative practise should be used if the person being bullied agrees to it
7. Tries to find out why the child acted in such a way and offer him/her the opportunity/strategies to change.
8. Is very careful in choosing a sanction, as AN AGGRESSIVE REACTION GIVES THE MESSAGE THAT IT IS ACCEPTABLE TO BULLY IF YOU ARE IN A POSITION OF POWER.
9. Explains the sanction and why it is being given and consult a member of ALT.
10. Makes sure that the victim is happy with the way things have been dealt with.
11. Brief the deputy principal and principal.
12. Tells all colleagues, as subsequent vigilance is vital to ensure there are no further occurrences.
13. Parents of both the pupil bullying and the victim must be informed in every case of bullying
14. All incidents of bullying must be recorded on Cpoms

Support for students

- The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met (See IPM process above).

- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

Roles and responsibilities

The National Directors	The Monitoring and Standards Team evaluate the impact of the Academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director
The Regional Director	The Regional Director is responsible for monitoring the effectiveness of each Academy's behaviour protocol and holding the Principal to account for its implementation
The Principal	The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
The Behaviour Lead	The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the Academy. The behaviour lead will work with the Pastoral team to development peer coaching on behaviour. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
The Phase Leaders	The phase leaders will work alongside the behaviour lead supporting staff to implement this policy. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
Teaching Staff	Staff are responsible for: <ul style="list-style-type: none"> • Being role models of positive behaviour • Reminding students of key unacceptable behaviours and the rules • Implementing the behaviour policy consistently • Providing a personalised approach to the specific behavioural needs of particular students • Recording behaviour incidents The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

Parents/Carers	<p>Parents/Carers should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and Academy is vital for the promotion of an effective behaviour protocol. Parents should be consulted when an aspect of the Academy's behaviour protocol is likely to change through a regular parent forum (both formal and informal opportunities as needed). Parents are expected to:</p> <ul style="list-style-type: none"> • Support their child in adhering to the student code of conduct • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher promptly
Students	<p>Students should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community</p>

Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

Academy Leaders	<ul style="list-style-type: none"> • Leaders are trained on using Academy data systems to ensure behaviour monitoring is robust and effective. • Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved. • Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal. • Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis. • Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff. • Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools. • Leaders make effective use of a range of Trust expertise: <ul style="list-style-type: none"> ○ Monitoring Standards Team ○ Directory of Best Practice ○ National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students' pastoral learning. • Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.
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Academy Staff	<p>To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development. Engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none"> • Mental Health First Aid for pastoral leaders • Managing an investigation of an incident • Restorative justice/mediation • Physical restraint training • Attendance systems/structures • Reintegration following fixed term exclusions • Effectively issuing a report/tracker • Impactful parent meetings • Multi-agency meetings • Managing grief • Managing self-harm • Preventing and dealing with bullying • Parental classes • Sexual orientation, gender identity LGBTQ empowerment
De-escalation & Diffusion	<p>Engaging with positive handling training as necessary. All staff receive positive handling and restorative justice training Key staff complete positive handling training and all staff are trained internal on the laws and legislation around using reasonable force in schools.</p>
Restorative practice	<p>Staff and children involved are trained by the behaviour lead on supervising, structuring and recording a restorative justice session using the materials outlined in this policy in Lever 3 section above.</p>

Legislation and Statutory Requirements

This policy and localised protocols developed in OCL Academies must follow advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

Localised Behaviour protocols must also be based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy and localised protocols must be based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an antibullying strategy
- [DfE guidance](#) explaining that Academies should publish their behaviour policy and anti-bullying strategy online – to ensure that staff, students and parents are informed

Discipline in our Academies – teachers’ powers Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline students in certain circumstances when a student’s misbehaviour occurs outside of the Academy
- Teachers have a power to impose detention outside Academy hours. It is good practice to take all practicable steps to inform parents that this is taking place
- Teachers can confiscate students’ property (More detail later in the policy)

Consequences for poor behaviour What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
 1. The decision to give a student a consequence must be made by a paid member of Academy staff or a member of staff authorised by the Principal;
 2. The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
- Corporal punishment is illegal in all circumstances
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

Physical intervention

See DfE guidance: [Use of reasonable force in schools](#)

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing disorder that disrupts learning
 - Hurting themselves or others
 - Damaging property that leads to the injury of others
- Incidents of physical intervention

must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Recording of physical intervention

The following should be included in a record of intervention. This can be completed using CPOMS:

- The date, time and place of the incident
- The name of the student involved, date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

The RD should undertake a check on Academy physical restraint records regularly. These should be available on CPOMS.

Individual plans: The complexity and range of need and consequent support for some children and young people with specific needs may be such that physical intervention is the norm and not the exception. Such planned physical intervention should be recorded and monitored through the young person's individual plan. In order to link to the Oasis Ethos and 9 habits each plan should link to the habits and involve the student identifying at least one or more of the habits they need to embed as part of their character.

Training: If there is a need in the Academy for physical intervention staff should have regularly updated training in physical restraint. Principals should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so. Training should be undertaken by a recognised provider. Local Authorities often provide advice and guidance to help schools to develop an appropriate training program. All training should be accredited by BILD <http://www.bild.org.uk/our-services/workplace-training/>

Abscinding – leaving without permission

OCL Academies have a duty of care to take all reasonable steps to ensure that children and students are kept safe whilst in the Academy's care. Academies should ensure that to reduce the potential for absconding the following is in place:

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

Academies will have their own localised procedures in the event of a student absconding and these will include:

- Informing the Leadership Team immediately
- Not putting other students at risk
- Locating the student
- Following the student at a safe distance once he/she leaves the Academy grounds – a decision made for each individual student by Academy leaders (Mobile phones must be carried to keep the staff member safe and enable communication)

- Strategies for diffusing and de-escalation and returning the student to the Academy (This may involve staff training)
- Informing the parents or guardians
- Informing the police – if the student cannot be found
- Follow up meeting with the student and their parents
- A risk assessment developed for the student

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. Please refer to the OCL Safeguarding Policy and OCL Whistleblowing Policy for more information on responding to allegations of abuse. The pastoral needs of staff accused of misconduct must always be considered by leaders.

Confiscation

Any prohibited items (which should be listed in the Academy's behaviour protocol) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Exclusions

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

Following an exclusion an Academy should reflect on its level of inclusivity – “Can we do anything differently to avoid permanent exclusions?” See: [OCL Exclusions policy](#)

Monitoring arrangements

This behaviour policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO.

Links with other policies

This behaviour policy is linked to the following policies:

- [OCL Exclusions policy](#)
- [OCL Safeguarding policy](#)
- [OCL Anti-bullying policy](#)
- [OCL SEND policy](#)
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits

APPENDIX 1 Flowchart for unacceptable classroom behaviours

1st warning (discretely) – with description of what is unacceptable and describe behaviours you would like to see.



2nd warning (discretely) – reminder that dojo points may be lost if behaviour persists.



Removal of dojo points (see chart for amount depending on behaviour).



If behaviour persists, a member of support staff to accompany child for time out – in the bay or in another class (do not leave child unattended).



Child to return after ten minutes. If behaviour persists further, then removal to another class for the rest of the session (parents should be informed at end of day this has had to happen).



At end of session – have a discussion with child to determine what went wrong and whether or not they are ready to come back to class. If not, liaise with phase leader to remove from class for rest of day. Work must be provided. Parents must be spoken to at the end of the day.



Next day – restorative practice may be needed between child and adult before child can return to class.



If behaviour continues to persist – refer to Deputy.



If behaviour continues to persist – refer to Principal.

APPENDIX 2 Flowchart for unacceptable playground behaviours

1st warning (discretely) – with description of what is unacceptable and describe behaviours you would like to see.



2nd warning (discretely) – reminder that dojo

points may be lost or time out given if behaviour persists.



KS1 – If not following the playground rules, child given 5 minute timeout against the wall to reflect. Person on duty to inform the CT and dojos will be removed at the teacher’s discretion.

KS2 – If continue to not follow playground rule: 5 minutes walking around with the teacher or M.D.A.
10 minutes walking around with the teacher or M.D.A
Sent to a different area of the playground
Discussion with Senior Leader on duty
Violence/aggression towards others; swearing/abusive language or gestures and wilful damage of school property will result in the child missing time from the playground.

Significant behaviour issues must be recorded on cpoms.



If the inappropriate lunchtime behaviour continues the child may be excluded from lunchtimes for an agreed period of time – please liaise with class teacher/pupils family support worker/senior leaders.